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CYBER Based Instructional System

CYBIS COURSEWARE CATALOG

(CREDIT, BASIC SKILLS &
HIGH SCHOOL SKILLS)

- CRC- American Council on Education College Recommended Credit

May 2001



VCAMPUS CORPORATION
ATTN ATTG IE
2 DARBY ST, BLDG T182
FORT MONROE, VA 23651

May 21, 2001

Dear Customer:

I am pleased to send you this 2001 CYBIS Courseware Catalog (CREDIT, Basic Skills & High School Skills). This catalog contains the latest information pertaining to CYBIS courses reviewed by the American Council on Education (ACE) in November 2000. **ACE College Credit recommendations for many courses have changed since the last catalog and some courses no longer carry the recommended credit.** Please become familiar with the changes and feel free to contact me if you have any questions. I recommend you verify that students pursuing ACE recommended credit are using the correct filenames and Variable Management Strategies (VMS). Failure to use the correct filename or VMS may keep a student from receiving recommended credit.

No courseware was removed from the system; however, some courses listed in the 1997 Courseware Catalog were not included in this catalog due to low level of usage. You can still use courseware not listed in this catalog for students wishing to continue their education.

If you have any questions about the content of this catalog or courseware on CYBIS, please contact me at (757) 788-5698.

Sincerely,

Pamela T. Hess
Registrar for ACE Programs
Director CYBIS Operations and Support
VCampus Corporation

- CRC- American Council on Education College Recommended Credit

May 2001

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FORWARD

The purpose of this catalog is to provide Learning Center Administrators with a convenient and efficient means of identifying appropriate courses for students. All courses in this catalog are standard CYBIS course and are readily available.

You will find information on how to order supplemental materials and information on ACE college recommended credit courseware, Basic Skills, High School Skill and other courseware in this courseware catalog.

There are three sections of this catalog that describe courses that carry college recommended credit from the American Council on Education ACE. You should become familiar with the procedures for enrolling and obtaining ACE College recommended credit.

Two sections list Basic Skills and High School Skills courses. The last section lists frequently used courseware that may be taken by a student to prepare them for college courses or assist them in raising their GT score.

There is over 3,000 hours of CYBIS courseware available. Additional courseware can be found in the "F" catalog on the CYBIS system. For help in accessing this catalog, contact Pam Hess at (757) 788-5698 or hessp@vcampus.com.

ORDERING INFORMATION

Some courses reference supplemental materials. The materials are listed under the course description for the course. VCampus no longer keeps an inventory of all material. If you wish to obtain a copy of Vcampus reference materials and you do not currently have a copy, you can request a master copy of the material for duplication and return the master copy to Vcampus. To check out a master copy you should contact Pam Hess at (757) 788-5698 or hess@vcampus.com. If you already have a copy of the Vcampus materials, you can obtain a permission to reproduce letter from VCampus by contacting Pam Hess. NOTE: For text books not owned by Vcampus you will be required to purchase your own copy.

The following descriptions explain the courseware products listed in this catalog:

Student Kit Contains the course materials required for each student. Typically, these materials include a student text, learning guides, laboratory manuals, and student router disks when delivered on a micro configuration.

i

- CRC- American Council on Education College Recommended Credit

**Learning
Station Kit**

Contains the core course materials required for delivery. Typically, these materials include learning resources, laboratory trainers, reference books, administration guides, and CBI lesson disks when delivered on a micro configuration.

COLLEGE RECOMMENDED CREDIT

Many CYBIS courses carry a college credit recommendation from the American Council on Education (ACE). ACE reviews courses taught in nontraditional settings and recommends the courses for college credit if they are equivalent to courses taught in colleges using traditional instructional methods.

The courses and the recommended credits are listed on the following pages. Each course description also includes the credit recommendations. The procedures that Learning Centers must follow to use these credit recommendations are described in this section.

All the non-remedial CYBIS courses carry Continuing Educational Units (CEU). Many occupations require people to continue their education beyond college; to fulfill this obligation, they earn CEUs. The course descriptions list the CEUs where applicable. One CEU is awarded for every 10 hours of instruction.

Procedure for Using the College Credit Recommendations of the American Council on Education

Pam Hess, the ACE Registrar, must administer the college credit recommendation program established for courseware evaluated by the American Council on Education (ACE).

To use the ACE credit recommendations for CYBIS courses, a Learning Center must adhere to the following procedures:

1. The Center staff must request a picture-type identification to assure that the person taking the test is the one who completed the instruction.
2. The person taking the test is to be closely monitored to ensure there is no collusion with others.
3. All tests must be taken on-line; persons may use disk-based courseware to learn the material, but must take the final (unit) tests on-line.

NOTE: Students are permitted to take an average of three tests per module. Students who do not master a course may roster in the same course to pursue college credit. Students, however, may not be re-rostered in the same course for college credit more than twice. After each unsuccessful test, the computer assigns study materials that are to be completed before the student retests. Make sure the student studies the assignments. If they have not mastered the course within this requirement they may receive Continuing Education Units (CEU's) even though they are not eligible for ACE recommended credit.

4. Upon completion of the course's last test(s), the computer summarizes the results of the test(s). Learning Center staff must send the ACE Registrar a letter containing Learning Center staff contact information (figure 1) and a printed copy of either the CLM gradebook screen (figure 2 and figure 3) or Instructor gradebook screen (figure 4) . Please include the person's Social Security Number and identify whether the person is a civilian or service member. If the course Gradebook page shows asterisks (*) instead of scores for completion, please write on the page the date the person completed the course.

Send the printed copy to:

VCampus Corporation, ACE Registrar
ATTN ATTG-IE Pam Hess
2 Darby Street, Building T182
Fort Monroe, VA 23651

Sample Learning Center letter:

<p style="text-align: center;"><i>Learning Center Address</i> 123 Main Street Fort Monroe, VA 23651</p> <p>VCampus Corporation ATTN ATTG IE Pam Hess 2 Darby Street Fort Monroe, VA 23651</p> <p>May 7, 2001</p> <p>Dear Registrar,</p> <p>Enclosed find gradebook pages for the following students to review for ACE recommended credit. I have followed all the procedures described in the CYBIS Courseware catalog.</p> <p>If you need any further information, please contact me at (123) 123-1234.</p> <p>Student Name 222-33-4444 Algebra</p> <p>Sincerely,</p> <p>Learning Center</p> <p>Encl</p>

Figure 1

- CRC- American Council on Education College Recommended Credit

CLM Curriculum Gradebook Displays

CLM Curriculum gradebook displays consist of one curriculum display and one course display for each course listed on the curriculum display.

Sample Curriculum Display:

(One curriculum display should be sent for each course submitted.)

student 1234 / pamalg		April 28, 2001		4:59 PM
First signed on: 09/28/2000 Last module mastery: 10/18/2000				
Last test taken: 10/18/2000 on module C in course 7				
CURRICULUM COMPLETED ON: 10/18/2000				
1	mastered	09/28/2000	10/02/2000	100
2	mastered	10/03/2000	10/03/2000	100
3	mastered	10/10/2000	10/10/2000	100
4	mastered	10/16/2000	10/16/2000	100
5	mastered	10/16/2000	10/16/2000	100
6	mastered	10/18/2000	10/18/2000	100
→ 7	mastered	10/18/2000	10/18/2000	100
CLASS: 1		VMS: 4		
Enter a course number >				
EDIT to change this record				
SHIFT-NEXT for next student		SHIFT-DATA for student profile		

Figure 2

Sample Course Display (One for each course listed on the Curriculum display.
For the Algebra curriculum, there would be 7 course displays submitted along
with the Curriculum display.

student 1234 / pamalg		April 28, 2001		5:07 PM	
Course 1: Sets/Numbers					
Started: 09/28/2000		Last Test: Module M, 10/02/2000			
Mastered: 10/02/2000		Last Mastery: Module M, 10/02/2000			
Course Score: 100					
A	mastered	09/28/2000	100 of 100	1	
B	mastered	09/28/2000	100 of 100	1	
C	mastered	09/28/2000	100 of 100	1	
D	mastered	10/02/2000	100 of 100	1	
E	mastered	10/02/2000	100 of 100	1	
F	mastered	10/02/2000	100 of 100	1	
G	mastered	10/02/2000	100 of 100	1	
H	mastered	10/02/2000	100 of 100	1	
I	mastered	10/02/2000	100 of 100	1	
J	mastered	10/02/2000	100 of 100	1	
K	mastered	10/02/2000	100 of 100	1	
L	mastered	10/02/2000	100 of 100	1	
→ M	mastered	10/02/2000	100 of 100	1	
Enter a module letter »					
LAB for next student			EDIT to change this record		
SHIFT-NEXT for next course					

Figure 3

Instructor File Curriculum Gradebook Displays

When submitting an Instructor File Gradebook page, please indicate the date the course was complete.

Student: pam hess			
Lesson	Status	Score	
2 Using the CYBIS Terminal	*		
9 Uncertainty and Causal Models	*		
10 Causal Networks and Prediction	*		
11 Using the Alpha-Omega Method	*		
12 The Expanded Alpha-Omega Method	*		
13 Choice Design	*		
14 Acceptable Choices	*		
15 The Final Decision is Made	*		
16 Applying the Process	*		
17 Shedding Light on Budgeting	*		
18 Organization Structures	*		
19 Are Things Under Control	*		
20 What's the Objective	*		
21 Selecting an Effective Group	*		
22 Delivering Appropriate Feedback	*		
23 Eliciting Feedback on Feedback	*		
24 What's the Objective	*		
25 Shedding Light on Budgeting	*		
Status Code: '*' lesson completed			
'-' lesson not completed			
'+' lesson has no logical end			

Figure 4

ACE REGISTRY OF RECOMMENDED CREDIT

If the student wishes to register with ACE in the ACE Registry of Credit Recommendations (ROCR), he/she should have the Learning Center Administrator submit a Participant Form together with a first-time—only \$25.00 fee, to the ACE Registrar.

That form, the first-registration-only \$25.00 check, and the records required in item number 3 above are to be sent to Pam Hess, the ACE Registrar, at VCampus Corporation. She will complete the Class Form and mail the materials to the ROCR. If the student has previously registered with the ROCR, please note that information on the materials submitted under item number 3 above. Completion certification letters will still be sent for the student and the student's files.

COLLEGE RECOMMENDED CREDIT

January 1, 2001 – December 31, 2003

COURSE	CATEGORY	HOURS*
Accounts Receivable Collection Techniques	LL/AS	1
Algebra	LL/AS/VO	1
Calculus 1	LL/AS	4
Calculus 2	LL/AS	4
Communications & Consulting Skills Sequence	LL/AS	1
Computer Literacy	VO/LL/AS	1
CREATE Curriculum	UL/GR	3 6
Foundations of Corporate Financial Management	UL	3
Geometry	VO/LL/AS	1
Managerial Accounting	LL/AS	3
Managerial Planning, Organizing & Controlling Curriculum	LL/AS/UL	3 2
Managerial Success Curriculum	VO/LL/AS	1
Precalculus	LL/AS	3
Problem Analysis & Decision Making	UL	1

VO – Vocational Certificate

AS – Associate Level

LL – Lower Level

UL –Upper Level

GR – Graduate Level

ACCOUNT RECEIVABLE COLLECTION TECHNIQUES

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
15	Instructor	0arcif	NA	1 Lower	1.5

Course Description

This course introduces the basic accounts receivable files and reports as well as the three primary collection techniques (written, telephone and personal visits). It also describes the resources that can aid in the collection process, both internal and external, and timing, approach and understanding of customer documentation.

Course Objectives

Write effective collection letters.
 Secure debtor commitments using the telephone.
 Conduct productive customer visits.
 Make maximum use of collection "tools"
 Work with other employees to effect collections.

Major Topics

- ◆ Basics for the Accounts Receivable Collector
- ◆ Dunning Resources and Procedures
- ◆ Collection Communications - Written
- ◆ Telephone Collection Techniques
- ◆ Collecting in Person
- ◆ Use of Others in the Collection Process
- ◆ Collection Reports and Goals

Prerequisites

None

Supplemental Materials

76360675 Accounts Receivable Collection Techniques, Student Manual Text

ALGEBRA

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
75	CLM	0ibac	4	1 Lower	7.5

Course Description

This course provides instruction, practice, workbook exercises and testing on topics normally found in a one-year algebra course.

Course Objective

Solve algebraic problems and be familiar with integers, rational and real numbers, sets and set notation, variables, polynomials, factoring, rational expressions, inequalities, graphing, functions, and elementary probability.

Major Topics

- ◆ Sets and Numbers
- ◆ Polynomials and Factoring
- ◆ Mathematical Sentences
- ◆ Rational Expressions
- ◆ Graphs and Relations
- ◆ Systems of Equations
- ◆ Probability

Prerequisites

Mastery of basic mathematics (i.e., addition, subtraction, multiplication, division, fractions, decimals, ratio/proportion/percent)

Supplemental Materials

76770093	Algebra, Administration Guide	Text
97639004	Algebra Curriculum Kit - (Same for All Versions):	Text
76770094	Sets and Numbers	Text
76770095A	Polynomials and Factoring	Text
76770096A	Mathematical Sentences	Text
76770097A	Rational Expressions	Text
76770098A	Graphs and Relations	Text
76770099	Systems of Equations	Text
76770100	Probability	Text

CALCULUS I

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
125	CLM	0icalcplm	2	4 Lower	12.5

Course Description

This course is intended as an introduction to the fundamentals of differential and integral calculus. It provides instruction and practice in limit theorems, techniques of differentiation, the Fundamental Theorem of Calculus, and applications of the definite integral.

Course Objectives

Diagnose and solve calculus problems quickly and accurately.

Apply the techniques learned to further study in calculus, physics or chemistry.

Major Topics

- ◆ Limits I
- ◆ Limits II
- ◆ The Derivative
- ◆ Techniques of Differentiation
- ◆ Derivatives of Trigonometric Functions
- ◆ Chain Rule and Related Rates
- ◆ Tangent Line Approximation and Differentials
- ◆ Applications of the First Derivative
- ◆ Applications of the Second Derivative
- ◆ General Properties of Continuous and Differentiable Functions
- ◆ The Indefinite Integral
- ◆ The Definite Integral
- ◆ The Fundamental Theorem
- ◆ Geometrical Applications of the Definite Integral
- ◆ Physical Applications of the Definite Integral

Prerequisites

High school math, geometry, advanced algebra, trigonometry. (Two or more years of high school science would be advantageous.)

Supplemental Materials

15210514	Calculus 1, Student Guide	Text
15210515	Calculus 1, Instructor Guide	Text
97630027	Thomas and Finney. "Calculus & Analytic Geometry." 8th Edition	Reference Text

CALCULUS II

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
120	CLM	0ccalc2plm	2	4 Lower	12

Course Description

This course is intended as the second semester of a course in the fundamentals of differential and integral calculus. It provides instruction and practice in inverse functions, techniques of integration, applications of the integral, sequences, and series.

Course Objectives

Diagnose and solve calculus problems using inverse functions, techniques of integration, and applications of the integral, sequences, and series.

Major Topics

- ◆ Introduction to Inverse Functions
- ◆ Inverse Trigonometric Functions
- ◆ The Natural Logarithm
- ◆ The Natural Exponential Function
- ◆ Other Logarithmic and Exponential Functions
- ◆ L'Hopital's Rule
- ◆ Integration by Substitution and by Parts
- ◆ Techniques of Integration Involving Trigonometric Functions
- ◆ Partial Fractions
- ◆ Numerical Integration
- ◆ Improper Integrals
- ◆ Lengths of Curves
- ◆ Introduction to Sequences
- ◆ Introduction to Series
- ◆ Tests for Convergence of Non-negative Series
- ◆ Additional Topics on Convergence and Divergence of Series
- ◆ Power Series

Prerequisites

Completion of Calculus 1 or equivalent

Supplemental Materials

15206243	Calculus 2, Student Guide	Text
15206244	Calculus 2, Administration Guide	Text
97630027	Thomas and Finney. "Calculus & Analytic Geometry." 8th Edition	Reference Text

COMMUNICATION & CONSULTING SKILLS
--

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
27	See Below	See below	See Below	1 Lower	1.5

The Communications and Consulting Skills Curriculum consists of three CYBIS courses: Communication Skills, Consulting Skills and The Helping Relationship. Students must be rostered in and successfully complete all three courses to be eligible for ACE College Recommended Credit. Filenames, file types, descriptions and supplemental materials are listed below.

COMMUNICATION SKILLS

HOURS	FILENAME	FILE TYPE	ACE VMS
3	0icom	Instructor	NA

CONSULTING SKILLS

HOURS	FILENAME	FILE TYPE	ACE VMS
8	0ptccs	CLM Curriculum	1

THE HELPING RELATIONSHIP

HOURS	FILENAME	FILE TYPE	ACE VMS
16	0oconcern	CLM Curriculum	1

Course Description

This Communication Skills course examines effective communication in job and personal situations. It is designed to help students recognize good and poor communication, obtain practical information about how they communicate, identify problems in communication patterns, and identify ways to change those patterns.

The Consulting Skills course is designed primarily for the beginning personnel professional. The course explains that a proactive stance and mutual commitment are essential to the establishment and maintenance of trusting, interactive relationships. Other important characteristics discussed in this course include: good interpersonal skills; a sense of timing; an awareness of values--the student's own, others', and the organization's; a knowledge of organizational culture, policies, and decision-making structure; the ability to recognize and predict behavioral patterns; and the ability to identify the appropriate strategies to apply in specific conflict situations.

This Helping Relationship course is designed to help students develop more effective interpersonal communication skills. The course is not intended to teach professional counseling techniques; rather, it stresses the use of active listening

COMMUNICATION & CONSULTING SKILLS con't

and other helping skills to assist people who need help in a variety of problem areas

Course Objectives

Explain the parts of communication and define good and poor communications.
Describe different styles of communication and how they may be used.
Identify ways to improve communication skills and choices people may make in changing their communication patterns.

Develop effective consulting relationships with first-level managers.
Recognize patterns affecting relationships and task accomplishment.
Plan for the cooperative accomplishment of tasks.
Sequentially order tasks, time, and strategies.
Work with managers on developing solutions to problems.
Identify and resolve conflicts in the working relationship.
Develop systems for collection of performance feedback
Define the helping relationship and differentiate it from both the professional helping situation and the relationship between friends.
Describe the communication model and common communication barriers.
Select appropriate listening techniques.
Identify the issues related to managing a helping relationship, the process of referral and community resources.
Describe the problem-solving process.
Define "high- and low-risk" areas of involvement and explain how to decide which of the four common problem areas are "high- or low-risk."

Major Topics

- ◆ Understanding Communication Skills
- ◆ Changing Your Communication Skills
- ◆ Establishing Consulting Relationships
- ◆ Shared Accomplishment of Tasks
- ◆ Perspectives on Consulting
- ◆ The Skills of the Helper
- ◆ Managing the Helping Relationship
- ◆ Problem Solving
- ◆ Using Helping Skills Effectively

Prerequisites

None

Supplemental Materials Communication Skills

COMMUNICATION & CONSULTING SKILLS con't

76361689	Communication Skills, Student Guide	Text
76361690	Communication Skills, Administration Guide	Text
76366436	Communications	1/2" Videotape

Consulting Skills

76361606	Consulting Skills	Text
76362638	The Consulting Relationship: The Sharing of Values	Audiotape
76362639	Stepping Back for an Objective Look	Audiotape
76362640	Tools for the Do-It-Yourself Partnership	Audiotape
76366669	Understanding Motivational Styles	1/2" Videotape
76366670	Developing a Consulting Relationship	1/2" Videotape
76366435	The Task Accomplishment Process	1/2" Videotape

The Helping Relationship

76361338	The Helping Relationship, Student Manual I	Text
76361339	The Helping Relationship, Administration Guide	Text
76362585	Effective Listening	audiotape
76362586	Working Toward Mutual Understanding	audiotape
76362587	Establishing a Helping Relationship	audiotape
76362588	Problem Clarification	audiotape
76362589	Solution Implementation	audiotape
76362590	Conducting the Follow-up	audiotape
76366586	Sensitivity in Communication	1/2" Videotape
76366587	How Can I Help?	1/2" Videotape
76366588	Communications Model	1/2" Videotape
76366589	Helping With Personal Life Management	1/2" Videotape
76366590	Helping With Vocational Development	1/2" Videotape
76366591	Helping With Interpersonal Development	1/2" Videotape
76366592	Helping With Life Patterns	1/2" Videotape

COMPUTER LITERACY

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
15	CLM	0clitcur	1	1 Lower	1.5

Course Description

This curriculum is comprised of one course with 21 short, independent modules which address computer literacy topics ranging from basic computing concepts to the impact of computers on society. The modules help students understand how to use the computer to improve study and work skills, how computers affect their lives directly or indirectly, and how to be effective consumers of computer products and services. Several of the modules contain simulations that allow students to practice, i.e., word processing or spreadsheet manipulation. Each module contains pre- and post-testing.

Course Objectives

Upon completion of this curriculum, students should be able to:

Overcome "computer anxiety" which affects many people.

Understand life skills associated with the computer.

Be an informed citizen on public policy concerning computers.

Demonstrate technological skills that will help in using business computers and computer-related products on the job.

Understand computer-related careers.

Major Topics

- ◆ Computer Careers
- ◆ Computers in the Classroom
- ◆ Windows on the History of Computers
- ◆ Computer Crime
- ◆ Artificial intelligence
- ◆ Robotics and Computers
- ◆ Getting Started with SuperCalc^R
- ◆ Computers and Government
- ◆ Electronic Funds Transfer
- ◆ Human Factors and Computers
- ◆ Computer Privacy
- ◆ Computers and Employment
- ◆ Social Values and the Computer
- ◆ Personal Computer Uses
- ◆ Getting Started with PeachText^R
- ◆ Computers and the Future
- ◆ Planning a School Computer Literacy Program
- ◆ Computers for Anyone
- ◆ NOTEPAD: Word Processing Fundamentals

COMPUTER LITERACY con't

- ◆ NOTECALC: Fundamentals of Spreadsheet System
- ◆ NOTECARD: Data File Fundamentals

SuperCalc is a registered trademark of Sorcim Corporation. PeachText is a registered trademark of Peachtree Company, an MSA Company.

Prerequisites

None

Supplemental Materials

97639009	Computer Literacy Kit	Text
76770192	Computers for Anyone	Text
76770193	Windows on the History of Computing	Text
76770194	Social Values and the Computer	Text
76770195	Personal Computer User	Text
76770196	NOTECARD: Data File Fundamentals	Text
76770197	NOTEPAD: Word Processing Fundamentals Crse Guide	Text
76770199	NOTECALC: Fundamentals of Spreadsheet Systems	Text
76770200	Computer Careers	Text
76770201	Computers and Employment	Text
76770202	Computers in the Classroom	Text
76770203	Computer Privacy	Text
76770204	Computer Crime	Text
76770205	Artificial Intelligence	Text
76770206	Robotics and Computers	Text
76770207	Electronic Funds Transfer	Text
76770208	Computers and Government	Text
76770209	Human Factors and Computers	Text
76770210	Computers and the Future	Text
76770211	Planning a School Computer Literacy Program	Text
76770213	Getting Started with PeachText	Text
76770214	Getting Started with SuperCalc	Text

GEOMETRY

HOURS	FILE TYPE	FILENAME	ACE VMS	CRC*	CEU
45	CLM	0hsgeo	2	1 Lower	4.5

Course Description

This course covers topics generally taught in first year geometry and prepares college students for more advanced math studies by providing basic instruction and review in key topic areas.

Course Objectives

Identify the parallels between basic geometric concepts and their applications to real-life situations.

Major Topics

- ◆ Introduction to Geometry
- ◆ Angles
- ◆ Introduction to Triangles
- ◆ Perpendicular and Parallel Lines
- ◆ Right Triangles
- ◆ More About Triangles
- ◆ Polygons
- ◆ Quadrilaterals
- ◆ Transformations
- ◆ Measuring Area
- ◆ Introduction to Circles
- ◆ Measurement of Circles
- ◆ Geometric Solids
- ◆ Coordinate Geometry

Prerequisites

Completion of one year of high school algebra or equivalent.

Supplemental Materials

76770620	Geometry Instructor Guide	Text
97639008	Geometry Course Kit: (includes texts listed below)	
15210265	Introduction to Geometry (Module A)	Text
15210281	Angles (Module B)	Text
15210297	Introduction to Triangles (Module C)	Text
15210313	Perpendicular and Parallel Lines (D)	Text
15210329	More About Triangles (Module E)	Text
15210345	Right Triangles (Module F)	Text
15210361	Polygons (Module G)	Text
15210377	Quadrilaterals (Module H)	Text
15210393	Transformations (Module I)	Text

GEOMETRY con't

15210409	Measuring Area (Module J)	Text
15210425	Introduction to Circles (Module K)	Text
15210441	More Circles (Module L)	Text
15210457	Measurement of Circles (Module M)	Text
15210473	Geometric Solids (Module N)	Text
15210489	Coordinate Geometry (Module O)	Text

MANAGERIAL ACCOUNTING

The Managerial Accounting Course consists of two different CYBIS curriculums: Financial Management Curriculum and Understanding Financial Statements Curriculum. Students must be rostered in and successfully complete both curriculums to receive credit for Managerial Accounting

MANAGERIAL ACCOUNTING

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
127	See below	See below	NA	3 Lower	12.7

FINANCIAL MANAGEMENT CURRICULUM

Hours	File Type	File Name	VMS	CRC	CEU
45	Instructor	0finman2	NA		4.5

UNDERSTANDING FINANCIAL STATEMENTS CURRICULUM

Hours	File Type	File Name	VMS	CRC	CEU
28	CLM	0actcmi1	1		2.8
	CLM	0actcmi2	1		
	CLM	0actcmi3	1		
	CLM	0actcmi4	1		

Course Description

The Managerial Accounting Course begins with Managerial Accounting, which is designed to provide an understanding of basic accounting terminology and data flow. The second part of this course, Understanding Financial Statements, is intended enhance the financial skills of staff and line managers in both large and small businesses. Non-financial managers whose effectiveness would be enhanced by the ability to interpret and analyze financial statements can use the material in this curriculum. The Understanding Financial Statements Curriculum is contained in four separate courses.

Course Objectives

- Identify the elements, concepts, and techniques of cost accounting.
- Determine financial responsibilities involving various planning levels for budget preparation and control.
- Identify financial analysis techniques required to analyze long-term plans.
- Explain a corporation balance sheet and the relationships among its main parts.
- Define these terms and state the relationships among them: revenues, expenses, net income, dividends, and retained earnings.

MANAGERIAL ACCOUNTING con't

Differentiate between cash basis and the accrual basis of accounting for net income.

Analyze business transactions and show their effectiveness on the elements of a company's financial position.

Prepare the three main financial statements after analyzing a list of business transactions: income statements, statements of retained earnings and balance sheets.

Evaluate the short term financial position of a company and the liquidity of its current assets.

Major Topics

- ◆ **Accounting Fundamentals**
This course introduces basic accounting terminology and documentation. Students examine the flow of data leading to the preparation of financial statements and their interpretation.
- ◆ **Planning and Budget Control**
This course is concerned with the financial responsibilities involving various planning levels for budget preparation and control. Students prepare budgets for manufacturing, marketing, service, administrative and/or engineering organizations. The importance of control in achieving an organization's financial goals is stressed.
- ◆ **Cost Analysis and Reporting of Cost**
This course is designed to provide students with an understanding of the concepts, elements and techniques of cost accounting.
- ◆ **Financial Analysis of Plans, Projects and Proposals**
This course examines the financial analysis techniques required to analyze long-term plans involving conversion of cash to productive assets and the importance of financial analysis in the investment decision making process. Students also practice using the appropriate concepts, tools and techniques for financial analysis.
- ◆ **Understanding the Balance Sheet**
In this course, students look at the nature and purpose of the balance sheet as well as its major classifications, examine assets and liabilities, and study the effects of business transactions on the balance sheet.
- ◆ **Understanding the income Statement**
In this course, students look at the nature and purpose of the income statement as well as its major classifications; examine revenues, expenses, retained earnings and the accrual basis of accounting; and study the effects of business transactions on the income statement.

MANAGERIAL ACCOUNTING con't

- ◆ **Analyzing and Interpreting Financial Statements**
This course is designed to provide a systematic summary of the more widely used techniques for analyzing and interpreting financial statements. To properly interpret financial statements, students should have a basic understanding of the meaning of each asset and liability item appearing on the balance sheet, and an ability to relate to the various external standards. This course emphasizes the use of financial ratio analysis, a powerful tool for assessing a company's financial position over time, or for comparing a company's financial position with competitors or industry standards.
- ◆ **Funds Flow Statements: Preparation and Uses**
This course is designed to help students understand the nature and purpose of an important financial statement used by business concerns and nonprofit organizations. Neither the balance sheet nor income statement, considered the two basic financial statements describing the financial condition and operation of a company, contain the funds flow information which describes a company's financing activities. This information is only provided by a third major financial statement, the funds flow statement. This course is designed to help students analyze and interpret the important financial information contained in this statement and use that information to prepare financial forecasts.

Prerequisites

None

Supplemental Materials**Course: Accounting Fundamentals**

76360622 Accounting Fundamentals	Text
76362296 Basic Financial Statements	Audiotapes
76362297 Owners - Investment, XYZ Co	Audiotapes
76362298 Methods of Finance	Audiotapes
76362299 Depreciation Charges on Balance Sheet	Audiotapes
76362300 Inventory and Cost of Sales Account	Audiotapes
76362301 Income Statement, XYZ Co	Audiotapes
76366538 Fundamentals of Accounting	1/2" Videotapes

Course: Planning and Budget Control

76360626 Planning and Budget Control	Text
76360627 Planning and Budget Control Budget Package	Text

Course: Cost Analysis and Reporting of Cost

76360624 Cost Analysis and Reporting of Cost	Text
76362302 Introduction to Cost Accounting	Audiotapes
76362303 External Needs for Accounting	Audiotapes
76362304 internal Needs for Accounting	Audiotapes
76362305 Income Statement Cost Structure	Audiotapes

MANAGERIAL ACCOUNTING con't

76362306 Trade-offs and Variances	Audiotapes
76366539 Cost Reporting and Responsibility	1/2" Videotapes
Course: Financial Analysis of Plans, Projects and Proposals	
76360628 Financial Analysis	Text
76362308 Discounted Cash Flow	Audiotapes
76362309 Vertical and Horizontal Analysis	Audiotapes
76366540 Utility Function	1/2" Videotapes
Course: Understanding the Balance Sheet	
76368134 Financial Management, Reference Text	Text
76360761 Understanding the Balance Sheet, Workbook	Text
Course: Understanding the income Statement	
76368134 Financial Management, Reference Text	Text
76360762 Understanding the Income Statement, Workbook	Text
Course: Analyzing and Interpreting Financial Statements	
76368134 Financial Management, Reference Text	Text
76368139 Accounting Principles Reference Text	Text
76360763 Analyzing and Interpreting Financial Statements, Workbook	Text
Course: Funds Flow Statements: Preparation and Uses	
76368134 Financial Management, Reference Text	Text
76368139 Accounting Principles, Reference Text	Text
76360764 Funds Flow Statements: Preparation and Uses, Workbook	Text

TEST MANUALS LEARNING CENTER ADMINISTRATORS ONLY:

76360623 Accounting Fundamentals, Test Manual
76360625 Cost Analysis and Reporting of Cost, Test Manual
76360629 Financial Analysis, Test Manual

MANAGERIAL SUCCESS

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
26	CLM	0manages	1	1 Lower	2.6

Course Description

The Managerial Success Curriculum is designed to provide students with further management training or experience. The Managerial Success Curriculum contains four courses.

Course Objectives

Identify new information in the area of management skills.

Evaluate their present course of action.

Establish a new action plan that assimilates the information acquired.

Expanding Your Managerial Perspective

This course focuses on middle management: basic needs and concerns, personal attitudes and values. Learning how to cope and self-assessment are discussed from the perspective of the middle manager. The course also explores the concept of the change process, its three phases, and its relationship to overall productivity.

The Influence and Motivation Processes

This course introduces students to the basic philosophies and techniques designed to improve leadership skills. With these skills, students should be able to understand better, evaluate, and improve motivational climate.

Using Communication Skills as a Manager

This course identifies and describes the skills necessary for effective communication. Students study the characteristics of good communication; explore the concepts of upward, downward, and interdepartmental communication; and become familiar with techniques to improve their self-expression and listening skills.

Setting Objectives and Appraising Performance

This course is designed to help students acquire the skills necessary to give effective performance appraisals, to set objectives, build trust, and use good listening techniques.

Prerequisites

None

Supplemental Materials

Course: Expanding Your Managerial Perspective Text Components

76361423 Expanding Your Managerial Perspective, Student Manual Text

76361427 The Managerial Success Curriculum, Administration Guide Text

76366515 Concerns of the Middle Manager 1/2" Videotapes

76366516 The Change Process 1/2" Videotapes

MANAGERIAL SUCCESS con't

Course: The Influence and Motivation Processes

76361424 The Influence and Motivation Processes, Student Manual	Text
76361427 The Managerial Success Curriculum, Administration Guide	Text
76362607 Giving Effective Performance Feedback	Audiotapes
76362608 The Effective Leader	Audiotapes
76362609 Concern for Task Versus Concern for People	Audiotapes
76362611 Guidelines for Effective Counseling	Audiotapes
76362612 Motivational Climate	Audiotapes
76362613 Guidelines for Positive Reinforcement	Audiotapes

Course: Using Communication Skills as a Manager

76361425 Using Communication Skills as a Manager, Student Manual	Text
76361427 The Managerial Success Curriculum, Administration Guide	Text
76362614 Effective Listening Practice	1/2" Videotapes
76366517 Describing Communication	1/2" Videotapes
76366518 Nonverbal Communication	1/2" Videotapes

Course: Setting Objectives and Appraising Performance

76361426 Setting Objectives and Appraising Performance, Student Manual	Text
76361427 The Managerial Success Curriculum, Admin. Guide	Text
76362615 The Performance Appraisal Process	Audiotapes
76362610 Dealing with High, Ave, and Low Performers	1/2" Videotapes
76366519 Solving the Performance Appraisal Puzzle	1/2" Videotapes

PRECALCULUS

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
120	CLM	0imprecalc	2	3 Lower	12

Course Description

This course introduces students to algebra, analytic geometry, functions and trigonometry. The course was designed to prepare college students for calculus and subsequent college-level mathematics courses.

Course Objectives

Upon completion of this course, students should be able to:

Read problems in narrative form, formulate appropriate algebraic models, solve problems, and interpret the results.

Interpret algebraic results geometrically.

Major Topics

- ◆ Numbers and Their Properties
- ◆ Equations and Inequalities
- ◆ Coordinates and Curves
- ◆ Functions and Their Graphs
- ◆ Exponential and Logarithmic Functions
- ◆ Trigonometric Functions
- ◆ Trigonometric Identities and Equations

Prerequisites

Two years of high school algebra and one year of high school geometry.

Materials

97630028 Precalculus, Student Guide Text

97630035 Precalculus, Instructor Guide Text

97630023 Munen and Yizze. "Precalculus." 5th Edition Reference

FOUNDATIONS OF CORPORATE FINANCIAL MGT

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
82	CLM	0corpmt	1	3 Upper	8.2

Curriculum Description

Upon successful completion of this course, the student will understand the basic processes for financial management of a corporation. There are three curricula each containing four courses.

Curriculum Objectives

Provide a thorough understanding of the principles of corporate financial management.

Understand the nature of capital budgeting decisions and tools used in the decision-making process.

Rank competing investment opportunities and factors in the impact of income taxes.

Analyze the interrelated effects of various types of long-term budgets.

Understand the implications and know-how to measure the cost of capital.

Define the interdependent nature of dividend, investment, and leverage in decision making.

Choose appropriate debt financing and analyze alternatives.

Understand regulations regarding stock issuance and know how to obtain new equity financing via stock. Understand mergers and acquisitions and the accounting problems associated with mergers.

Understand the differences between secured and unsecured loans.

Understand the concepts and tools associated with inventory control.

Take advantage of cash flow as a business resource.

Establish sound credit policies to minimize the risks associated with accounts receivable.

Major Topics

♦ Capital Budgeting

Introduction to Capital

Budgeting In this course, students study the nature of and criteria involved in the capital budgeting decision-making process as well as several widely used methods of capital budgeting, including present-value analysis, pay-back method and accounting rate of return. Alternative business goals are discussed to help students establish clear-cut criteria against which to manage capital investment decisions, and capital expenditures as distinguished from shorterterm operating expenditures.

The Impact of Taxes and Uncertain

FOUNDATIONS OF CORPORATE FINANCIAL MGT con't

In this course, students examine budgeting techniques as well as the problem of ranking competing investment proposals, the complicating effects of income taxes and the effect of uncertainty on capital budgeting decisions.

Capital Structure and Financial Leverage

In this course, students examine the manner in which a series of interrelated long-term financing decisions affect capital structure. Students study how to analyze the effects of financial leverage.

Cost of Capital

In this course, students study how to determine the costs of various components of the capital **structure--debt**, preferred stock and equity-and how to blend them into an overall cost of capital. Students also look at how companies minimize this optimum capital structure and how the resulting cost of capital relates to the value of the company's securities.

◆ **Financing for Long-Term Growth Curriculum****Dividend Policy and the Retention of Earnings**

This course explores dividend policy. Attention is given to how dividend decisions affect the sources of funds and factors that encourage and restrict the payment of dividends. Students also define the interdependent nature of dividend, investment, and leverage policies and decisions. In addition, students examine individual and corporate tax structures and the tax treatment of dividends.

Intermediate and Long-Term Borrowing and Leasing

In this course students examine the importance of debt as a source of funds, the mechanics involved in various types of debt issues, and techniques used to analyze the possible refunding of debts. Leasing is discussed as an important alternative to debt financing.

The Issuance of Capital Stock

In this course, students study capital markets and the factors involved in obtaining new equity financing from them. Students examine the reasons for using new (external) equity as a permanent source of funds as well as the mechanics of issuing securities by various methods and the governmental regulations imposed on such issuance. They also investigate the use of so-called quasi-equity securities, such as convertible bonds, preferred stocks and stock purchase warrants.

Mergers and Acquisitions

This course examines the types and purposes of mergers, focusing on internal and external growth and alternate merger strategies. The accounting for acquisitions discussion includes consolidated financial statements and the purchase and **pooling-of-interests** financial reporting methods. Students also examine value

FOUNDATIONS OF CORPORATE FINANCIAL MGT con't

considerations and negotiation steps involved in mergers and acquisitions, including considerations, barriers and valuation.

◆ **Short-Term Financial Planning Curriculum****Short-Term Financing**

This course describes the mechanics of various short-term borrowing/financing arrangements which most businesses, especially new or small ones, seek at one time or another. Both secured and unsecured loans are covered, as well as some general principles of working capital management.

Cash Management

In this course, students learn to use their cash resources effectively: speeding cash inflows, delaying cash outflows, and determining the optimum cash balance. It also covers the techniques of investing excess cash in a portfolio of marketable securities.

Managing Accounts Receivable

This course is designed to help students minimize the risk a company takes when extending credit. Students learn to identify the factors that influence an organization's investment in accounts receivable and they learn the techniques for establishing sound credit policies and guidelines to help maximize the return on that investment.

Inventory Control

This course is designed to acquaint students with some basic concepts and tools of inventory management. Students will learn to evaluate both the costs associated with inventories, and the uncertain business environment in which reorder decisions must be made

Prerequisites

None

Supplemental Materials

76360707	Introduction to Capital Budgeting, Workbook	Text
76360708	Capital Budgeting: The Impact of Taxes and Uncertainty, Workbook	Text
76360709	Capital Structure And Financial Leverage Workbook	Text
76360710	Cost of Capital, Workbook	Text
76368135	Risk Analysis in Capital Investment	Reference Text
76368136	New Framework for Capital Debt Policy	Reference Text
76360860	Dividend Policy and the Retention of Earnings, Student Manual	Text
76360862	Intermediate and Long Term Borrowing and Leasing, Student Manual	Text
76360861	The Issuance of Capital Stock, Student Manual	Text
76360863	Mergers and Acquisitions, Student Manual	Text

FOUNDATIONS OF CORPORATE FINANCIAL MGT con't

76360980 Short-Term Financing, Student Manual	Text
76360981 Cash Management, Student Manual	Text
76360982 Managing Accounts Receivable, Student Manual	Text
76360983 Inventory Control, Student Manual	Text
76368134 Financial Management, Reference (used for all 12 courses)	Text

MANAGERIAL PLANNING, ORGANIZING & CONTROLLING CURRICULUM

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
35	CLM	0mpocif	NA	2 Upper	3.5

Course Description

The Managerial Planning, Organizing, and Control Curriculum, made up of five courses, covers many management issues and tasks that are relevant to the interrelated responsibilities of planning and budgeting. Additionally, students study principles of organizational structures and related communication systems, the management by objectives concept as a means through which departmental plans can be achieved more effectively, and methods of motivating and communicating with employees.

Course Objectives

Prepare a departmental budget for one year of operation.
 Plan reorganization of a task force to solve specific problems in the work flow.
 Make the necessary considerations and design decisions to set up a successful control system.
 Develop appropriate job objectives for a set of specified job functions.
 Form an effective work group, and give useful feedback to group members.

Major Topics

- ◆ Management by Objectives: Is concerned with employee growth needs and how an MBO program helps meet these needs. In addition to a step by step procedure for implementing an MBO program, identification of job functions and objectives is covered in detail.
- ◆ Implementing, Controlling, and Evaluating Operating Plans: Includes principles of management control, standards for performance, control points, criteria for judging performance, and human factors in a control system. Students examine employee response to controls and practice recognizing problem situations.
- ◆ Structuring the Organization: Examines organizational structures-functional, product, customer and matrix-and how they affect interaction and communication. Delegation of authority is also studied. Using data provided for a hypothetical department, students identify the blocks in work flow and plan the reorganization of a department.
- ◆ Developing Operational Plans: Studies the planning process in detail, with emphasis placed on the special planning required for budgeting operations. The planning process involves differing forms and levels of planning, classifying planning level activity, and the effect of communications on

MANAGERIAL PLANNING, ORGANIZING & CONTROLLING CURRICULUM con't

- ♦ planning. The budgeting process additionally involves identifying the type of budget needed and expense and cost considerations. Students then set objectives for a department and work out a one-year budget for that department.
- ♦ Directing Others: Provides students with basic knowledge on motivating and communicating with people working in a group. There are three sections. The first block presents an overview of key individuals whose thinking has shaped our understanding of human resource management, The second block shows how an organization accomplishes much of its work through groups. The third block helps students learn the principles of giving clear, well-chosen feedback.

Prerequisites

None

Supplemental Materials

Management by Objectives

76360638	Management by Objectives, Manager's Manual	Text
76362328	Job Functions, Job Objectives	Audiotapes
76366549	Response to Employee Growth Needs	1/2 Videotapes

Implementing, Controlling, and Evaluating Operating Plans

76360637	Implementing, Controlling, and Evaluating Operating Plans, Text Managers Manual	
76362325	Purpose of a Control System	Audiotapes
76362326	Analysis of a Purchase Order Control Report	1/2 Videotapes
76366547	Employee Response to Controls	Text
76366548	Developing a Control Report System	Text

Structuring the Organization Text Components

76360636	Structuring the Organization, Manager's Manual	Text
76362324	Should Big Business Into Little Business Grow?	Text
76366544	Matrix Organization	1/2 Videotapes
76366545	Organizational Considerations	1/2 Videotapes
76366546	Identifying Blocks in a Work Flow	1/2 Videotapes

Developing Operational Plans

76360635	Developing Operational Plans, Manager's Manual	Text
6362320	Developing Operational Planning	Audiotapes
6362321	Communications Input to Planning I	Audiotapes
6362322	Capital Versus Operating Budgets	Audiotapes
6362323	Planning Improved Work Flow	Audiotapes
6366542	Forms and Levels of Planning	1/2 Videotapes
76366543	Budgeting Direct and Allocated Expenses	1/2 Videotapes

Directing Others

76360672	Directing Others, Manager's Manual	Text
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**MANAGERIAL PLANNING, ORGANIZING & CONTROLLING
CURRICULUM** con't

76362383	Selecting Individuals for a Group	Audiotapes
76366554	Trendmakers	½ Videotapes
76366555	Let's Make a Decision	½ Videotapes
76366556	There's Got to Be a Way Out	½ Videotapes

TEST MANUALS LEARNING CENTER ADMINISTRATORS ONLY:

76360671	Management by Objectives, Test Manual
76360670	Implementing, Controlling, and Evaluating Operating Plans, Test Manual
76360669	Structuring the Organization, Test Manual
76360668	Developing Operational Plans, Test Manual
76360673	Directing Others, Test Manual

PROBLEM ANALYSIS & DECISION MAKING

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
24	Instructor	0edmif	NA	1 Upper	2.4

Course Description

This course presents a systematic approach to problem analysis. The decision making process as a whole is studied, including its relationship to problem analysis. The problem analysis phase is then examined, with emphasis on the Alpha-Omega method. Factors involved in making a choice and following up on that choice are also investigated.

Course Objectives

Know the components of a well-designed problem solving sequence.
 Analyze a problem and arrive at a logical decision.
 Identify a personal system of decision-making skills.
 Understand and apply effective decision-making skills.

Major Topics

- ◆ Quantitative Methods
- ◆ Business Ethics Qualitative Methods Follow-Up

Prerequisites

None

Supplemental Materials

76360630	Introduction to Problem Analysis and Decision Making, Manager's Manual	Text
76360631	Problem Analysis, Manager's Manual	Text
76360632	Choice Design, Manager's Manual	Text
76360633	Decision Making and Follow-Up, Manager's Manual	Text

TEST MANUALS – ADMINISTRATORS ONLY

76360634	Problem Analysis and Decision Making, Test Manual
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CREATE

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
250	CLM	See below	1	6 Graduate	25

Course Description

This curriculum provides training in designing, developing, and managing the development of individualized, instructor-independent, multimedia instructional materials. There are nine courses in the CREATE Curriculum.

Course Objectives

Design needs and instructional task analysis.
 Develop instructional objectives.
 Select media and design assessment systems.
 Develop test items and instructional materials.
 Design, develop, and program CAI.
 Manage courseware development projects.

Fundamentals

FILENAME	FILE TYPE	ACE VMS
0cone	CLM Curriculum	1

This course provides an overview of the systems approach to designing, developing, and evaluating computer-based educational programs. It also provides a rationale for the use of an individualized model of instruction, a rationale for the use of computers in instruction, and describes a specific systems approach model to producing a curriculum.

Design

FILENAME	FILE TYPE	ACE VMS
0ctwo	CLM Curriculum	1

In this course, students examine the design process from the moment a course is first considered to the point when objectives for that course are written, sequenced, and grouped. It also examines the systems approach steps of conducting an instructional task analysis, specifying entry behaviors, specifying learning objectives, and grouping and sequencing subtasks.

Design/Development Interface

FILENAME	FILE TYPE	ACE VMS
0cthree	CLM Curriculum	1

This course lets students examine the steps of the systems approach that typically are followed by the designer or the developer. These steps, which are a part of the development phase of the systems approach, are selecting media and designing assessment systems. This course also contains an overview of the evaluation

CREATE con't

process and orients the student to the different types of product evaluation and their purpose.

Development

FILENAME	FILE TYPE	ACE VMS
0cfour	CLM Curriculum	1

In this course, students examine three aspects of the development phase of the systems approach: determining instructional strategies, writing test items, and developing instructional activities. The course provides guidelines for, and practice in, these development aspects.

CAI Design and Development

FILENAME	FILE TYPE	ACE VMS
0cfive	CLM Curriculum	1

This course prepares students for designing and developing their own computer-assisted instruction. The course explains and provides practice in the process of designing, developing, and evaluating CAI lessons. It describes when and how CAI should be used, details a twelve step procedure for designing CAI lessons, gives guidelines for evaluation and offers the students an opportunity to design and develop a CAI activity.

CYBIS Author Language - Part I

FILENAME	FILE TYPE	ACE VMS
0csix	CLM Curriculum	1

This course introduces the student to programming instructional activities on the CYBER-Based Instructional system (CYBIS). Included is the study of the capabilities of the CYBER-Based Instructional system, the relationship of programming to design and development, basic instructions in programming, use of the editor and methods of obtaining information about CYBIS Author Language.

CYBIS Author Language - Part II

FILENAME	FILE TYPE	ACE VMS
0cseven	CLM Curriculum	1

In this course, the student expands upon the programming concepts presented in CYBIS Author Language Part I. It also presents new topics including single and multiple character creation, animation, relocatable graphics and graphs, touch panel processing, pause processing, argument passing in subroutines, curriculum creation through the use of routers, and additional instructions.

CREATE con't**Computer-Managed Instruction**

FILENAME	FILE TYPE	ACE VMS
0cate	CLM Curriculum	1

This course introduces a computerized method of testing, record keeping and decision making that assists administrative, classroom and individual learning management. The students examine how CMI can solve the management problems of individualized instruction and look at the role of CMI in testing, record keeping and prescription generation. The student also learns how to prepare instruction using CMI.

Management

FILENAME	FILE TYPE	ACE VMS
0cnine	CLM Curriculum	1

This course introduces students to the management concerns that are specific to the management of instructional development projects. Students also investigate the needs of the learning centers with particular emphasis on individualized instruction -- independent, multimedia instructional materials.

Prerequisites

None

Supplemental Materials

97639006 CREATE Student Text Kit: (Contains student manuals for the entire curriculum; refer to individual course listings.)

97639007 CREATE Support Kit:
 76360772 Create Fundamentals, Admin. Guide
 76368274 Courseware Development Process
 76360692 The Tutor Language, B. A. Sherwood

NOTE: The CREATE Support Kit is used throughout this curriculum. Usually, one kit per site will suffice.

Text Components for Individual Courses**Fundamentals**

76360690 Create Fundamentals, Student Manual

Design

76360711 Needs Analysis, Student Manual
 76360712 Instructional Task Analysis, Student Manual
 76360713 Instructional Objectives, Student Manual
 76360714 Sequencing and Grouping Subtasks, Student Manual
 76360715 Design Application, Student Manual

CREATE con't

Design/Development Interface

- 76360716 Media Selection, Student Manual
- 76360717 Design of Assessment Systems, Student Manual
- 76360718 Instructional Prescriptions, Student Manual
- 76360719 Product Evaluation, Student Manual
- 76360720 Design/Development Application, Student Manual

Development

- 76360721 Instructional Strategies, Student Manual
- 76360722 Preparing Text Resources, Student Manual
- 76360723 Test Item Construction, Student Manual
- 76360724 Development Application, Student Manual
- 76368142 Elements of Style, Reference Text

Computer Assisted Instruction Design and Development

- 76360725 Computer Assisted Instruction Design and Development, Student Manual

CYBIS Author Language, Part I

- 76360726 CYBIS Author Language, Part I, Student Manual
- 97405100 Control Data CYBIS Author Language, Reference Manual
- 97406600 Control Data CYBIS Author Language, Instruction Formats
- 76361198 Grid Sheet

CYBIS Author Language, Part II

- 76360727 CYBIS Author Language, Part II, Student Manual
- 97405100 Control Data CYBIS Author Language, Reference Manual
- 97406600 Control Data CYBIS Author Language, Instruction Formats
- 76361198 Grid Sheet

Computer-Managed Instruction

- 76360728 Computer-Managed Instruction, Student Manual

Management

- 76360729 Management of Instructional Development, Student Manual
- 76360730 Course Implementation, Student Manual

BASIC SKILLS OVERVIEW

Basic Skills is an individualized, computer-based education program intended for persons whose achievement in reading, mathematics or language is substandard and lies within the accomplishment described by elementary school, grades 3 through 8. Separate Basic Skills curricula exist for reading, mathematics and language usage.

Basic Skills instructional materials are separated into:

- | | |
|-------------------|---|
| Objectives | The smallest unit of instruction. It represents a measurable competency within a given subject area. |
| Modules | Deal with a basic concept which is composed of a group of specific objectives. |
| Lessons | A meaningful grouping of modules which are packaged together to provide mixed practice of module concepts and testing to measure for retention. |
| Courses | A major subset of a curriculum with a conceptual thread throughout. An example from the math curriculum is the “addition” course. |

Basic Skills students have a wide range of abilities and backgrounds. Accordingly, each new student is first tested to determine his or her current level of competency within a given area of study. This diagnostic testing prevents the student from wasting time on familiar material. The student is instead placed at the most appropriate level and works through CYBIS to design a course that meets his or her particular needs. Thus, students are never the passive recipient of predetermined instruction, but take an active part in facilitating their education. CYBIS personalizes this working arrangement by using the student’s name and providing graphic displays of the student’s progress.

The material itself is presented in small, well-defined units that are less intimidating than large blocks of material. Specific learning objectives form the structure of each unit. These objectives progress from simple to complex, allowing the student to master the easier material and build up to the more difficult. Complete mastery of each objective must be achieved before the next objective is presented. Assigned material cannot be skipped over. The student’s progress represents real learning--and can be measured.

When entering a curriculum for the first time, the student takes a diagnostic test that determines the proper module in which the student will begin. Within the various objectives, modules and lessons, additional testing is provided to determine that the student demonstrates adequate comprehension and understanding. Thus, through frequent, but not intimidating testing, the student realizes a form of individual guidance that approaches the tutorial setting.

The tutorial lessons assume the direct instructional burden, presenting the new skills to be acquired and helping the student attain mastery of them. There is a tutorial lesson devoted to each module of objectives as well as a brief guided practice that highlights the key points just made. Each module is followed by a drill and practice lesson while each lesson is followed by mixed practice and application activities which help assure retention of recently learned material.

Supplemental Materials

Text Components	Price
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76770346	Basic Skills Curriculum, Administration Guide
97639000	Basic Skills Curriculum Kit
97639001	Mathematics Course Kit
97639002	Grammar Course Kit
97639003	Reading Course Kit

NOTE: See the following pages for a complete description of these Course Kits.

BASIC SKILLS READING

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
180	CLM	Obsreadc	NA	NA	NA

Course Description**Making New Words 1 (20 Hours)**

Introduces the basic concepts involved in the structure of words. In this course, the student examines simple word building; prefixes and suffixes in context. Third grade equivalency in reading skills is a prerequisite.

Making New Words 2 (19 Hours)

Further develops the student's skill in creating new words using suffixes such as "er" and "or," prefixes, adjectives and adverb suffixes. Compound words are also presented.

Understanding New Words 1 (23 Hours)

Introduces the basic concepts involved in vocabulary development as a basis for comprehension. In this course, the student examines comparatives, pronouns and prepositions in context. Third grade equivalency in reading skills is a prerequisite.

Understanding New Words 2 (17 Hours)

Introduces homonyms, homophones, and homographs in context; synonyms; group and member; cause and effect; and idioms.

Understanding What You Read 1 (28 Hours)

Introduces the basic concepts involved in literal comprehension of written material. In this course, the student examines methods of locating basic facts and understanding, remembering and interpreting what he/she reads. Fifth grade equivalency in reading skills is a prerequisite.

Understanding What You Read 2 (16 Hours)

Develops concepts in understanding the written word, including remembering details, identifying the main idea, and understanding implied facts.

Thinking About What You Read 1 (21 Hours)

Introduces the basic concepts involved in interpretation of written material. In this course, the student examines techniques for interpreting facts, descriptions, conclusions and the total theme. Fifth grade equivalency in reading skills is a prerequisite.

Thinking About What You Read 2 (15 Hours)

Develops the student's skills in describing looks and feelings, determining causal relationships, and making predictions. Also introduces similes.

Judging What You Read (21 Hours)

Introduces the basic concepts involved in evaluation of written materials. In this course, the student examines techniques for determining the differences between fact and nonfact and the purpose of the author, evaluating what is read and separating facts from opinions. Fifth grade equivalency in reading skills is a prerequisite.

BASIC SKILLS READING con't**Course Objectives**

Construct new words from root words using suffixes, prefixes, simple endings and compound words.

Acquire an eighth grade equivalency vocabulary.

Comprehend the literal meaning of written passages.

Evaluate a written passage by separating fact from opinion.

Prerequisites

None. It is suggested, however, that the student possess the grade level equivalency in reading as specified in the individual course descriptions above.

Supplemental Materials

76770346	Basic Skills Curriculum, Administration Guide	
97639003	Reading Course Kit:	
76361706	New Words 1 & 2	Text
76361707	Understanding New Words, 1 & 2	Text
76361708	Understanding What You Read, 1 & 2	Text
76361709	Thinking About What You Read, 1 & 2	Text
76361710	Judging What You Read	Text

BASIC SKILLS LANGUAGE ARTS

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
56	CLM	0bslang	NA	NA	NA

Course Description**Language and Usage (22 Hours)**

Introduces the basic concepts of the parts of speech used in the English language. In this course, the student examines nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions and articles. Fifth grade equivalency in reading and language skills is a prerequisite.

Building and Using Sentences (14 Hours)

Introduces the basic concepts of the structure of valid sentences. In this course, the student examines sentences, phrases, clauses and subject-verb agreement. Fifth grade equivalency in reading and language skills is a prerequisite.

Word Usage (9 Hours)

Introduces the basic concepts of proper word usage in sentences. In this course, the student examines plurals, word confusion and possessives. Fifth grade equivalency in reading and language skills is a prerequisite.

Capital Letters and Punctuation (7 Hours)

Introduces the basic concepts of capitalization and punctuation. In this course, the student also examines more complicated punctuation, including semicolons, colons and quotation marks. Fifth grade equivalency in reading and language skills is a prerequisite.

Writing Letters (4 Hours)

Introduces the basic concepts of writing conventions. In this course, the student examines techniques for writing personal and business letters and completing applications. Fifth grade equivalency in reading and language skills is a prerequisite.

Course Objectives

Understand the parts of speech and how they are used in sentences.

Construct sentences, phrases and clauses.

Use plurals, negatives, homonyms and possessives in sentences.

Use capital letters and punctuation correctly in sentences.

Understand how to write personal and business letters and complete applications and forms.

Prerequisites

None. It is suggested, however, that the student possess the grade level equivalency in reading and language skills as indicated in the individual course descriptions above.

BASIC SKILLS LANGUAGE ARTS con't**Supplemental Materials**

76770346	Basic Skills Curriculum, Administration Guide	
97639002	Language Arts Course Kit:	
76360812	Language and Usage	Text
76360813	Building and Using Sentences	Text
76360814	Word Usage, Capital Letters	Text

BASIC SKILLS MATH

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
117	CLM	0bsmath2	NA	NA	NA

Course Description**Basic Number Ideas (9 Hours)**

Introduces the basic concepts involved in sets, numbers and numeration systems. In this course, the student examines the concept and terminology of set theory, the basic concept of numbers and the basics of numeration systems. Third grade reading ability is a prerequisite.

Addition 1 (6 Hours)

Introduces the basic concepts involved in addition of whole numbers. In this course, the student examines the basic concept of addition, basic addition facts, the properties of addition and the addition algorithm. Third grade reading ability and knowledge of basic number facts are prerequisites.

Addition 2 (7 Hours)

Introduces more advanced work in addition of whole numbers, including addition of multi-digit numbers and regrouping.

Subtraction (8 Hours)

Introduces the basic concepts involved in the subtraction of whole numbers. In this course, the student examines the basic concept of subtraction, basic subtraction facts and the subtraction algorithm. Third grade reading ability and knowledge of basic number facts are prerequisites.

Multiplication 1 (7 Hours)

Introduces the basic concepts involved in multiplication of whole numbers. In this course, the student examines the basic concept of multiplication, basic multiplication facts, the properties of multiplication and the multiplication algorithm.

Multiplication 2 (11 Hours)

Develops the use of the multiplication algorithm in instances that require no regrouping and in instances where regrouping is required.

Division 1 (10 Hours)

Introduces the basic concepts involved in division of whole numbers. In this course, the student examines the basic concept of division, basic division facts and the division algorithm.

Division 2 (8 Hours)

Develops skills in simple division with regrouping and skills in higher order division with and without regrouping.

Fractions 1 (16 Hours)

Introduces the basic concepts involved in arithmetic operations with fractions. In this course, the student examines the basic terminology and concept of fractions, and addition and subtraction of fractions.

BASIC SKILLS MATH con't

Fractions 2 (8 Hours)

Introduces the multiplication and division of fractions, including operations involving mixed numbers.

Decimals (8 Hours)

Introduces the basic concepts of decimals, including renaming to fractional numbers. This course introduces addition, subtraction, division, and multiplication of decimal numbers.

Ratio, Proportion and Percent (7 Hours)

Introduces the basic concepts involved in ratio, proportion and percent. In this course, the student examines the basic concepts of ratio, proportion and percent as well as analytic strategies for problem solving.

Geometry and Measurement (12 Hours)

Introduces the basic concepts of geometric shapes and fundamentals of measurement. In this course, the student examines fundamental geometric concepts, line measurement, area measurement, volume/capacity measurement and mass (weight) measurement.

Objectives

Understand the concepts of the four basic arithmetic operations (addition, subtraction, multiplication, division).

Acquire the initial facts of the basic arithmetic operations and expand those into general arithmetic algorithms.

Understand the concepts and terminology involved in fractions and decimals.

Apply the four basic arithmetic operations to fractions and decimals.

Understand the basic concepts involved with ratio, proportion, percent, geometry and measurement and use these newly acquired skills in real-life applications.

Prerequisites

None. It is suggested, however, that the student possess the grade level equivalency in reading as specified in the individual course descriptions above.

Supplemental Materials

76770346	Basic Skills Curriculum, Administration Guide	Text
97639001	Math Course Kit:	Text
76770352	Number Ideas, Addition 1, Addition 2, Subtraction	Text
76361712	Multiplication 1, Multiplication 2, Division 1, Division 2	Text
76770353	Fractions 1, Fractions 2, Decimals	Text
76361714	Ratio, Proportion and Percent, Geometry, Measurement	Text

HIGH SCHOOL SKILLS CURRICULUM

The High School Skills Curriculum is an individualized, computer-based instructional system that is designed to help students master or remaster high school level courses. It is recommended for GED preparation.

The High School Skills Curriculum is divided into six major curricula, each of which is composed of several courses. These courses are, in turn, made up of modules. In five of the curricula, each module contains the following components:

Learning Activity	This activity is a tutorial lesson that provides the actual instruction relating to the stated objectives.
Application Lesson	After completing the tutorial, the student is presented with a reinforcement activity to help ensure retention of the material presented.
Test	This activity is a self-check of the student's understanding of the material presented in the module.

The High School Skills Curriculum has been used since 1988 to prepare students for the GED Examinations.

The High School Skills Curriculum contains six curricula:

- ◆ Reading
- ◆ Writing
- ◆ Mathematics
- ◆ Social Studies
- ◆ Science
- ◆ Computer Awareness

On the following pages, each curriculum is listed separately. Each listing provides the names of the courses contained in each curriculum, along with a brief description of the course content and the name of the Instructor File used to deliver each course.

The revised High School Skills Administration Guide provides greater detail, including a listing and description of the modules contained within each course. Appendices to the Administration Guide provide detailed directions for creating, setting up, and using “group” files to deliver the courses. Only one copy of the Administration Guide is needed, as it covers all six of the High School Skills Curriculum curricula.

HIGH SCHOOL SKILLS MATH CURRICULUM

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
33	CLM	2gedmath	NA	NA	NA

Course Description

The Mathematics curriculum, made up of six courses, first introduces the student to positive and negative numbers and simple equations. It then presents more complex problems dealing with equations in two variables, and asks the student to determine area, volume, percents, and angles.

Basic Number Ideas - Introduces practical, frequently used math skills. Students practice addition, subtraction, multiplication and division of integers, and gain an understanding of sets, variables, and square roots.

Math Sentences, Part 1 - Teaches how to solve equations, introduces the concepts of monomials and binomials, and requires students to solve some common types of equations.

Math Sentences, Part 2 - Teaches how to solve equations containing two variables, introduces the concept of the coordinate plane, and gives students the opportunity to solve some common types of two-variable equations.

Geometry - Teaches about angles, triangles and circles, and introduces the Pythagorean Theorem.

Measurement - Discusses the basic concepts of metric measurement; provides instructions for determining the areas of triangles, rectangles, parallelograms, trapezoids, circles; presents methods for finding the volumes of cubes and spheres.

Special Topics - Teaches about percents (including those less than one and greater than one hundred), averages and probability; and defines and shows how to compute the value of means and averages.

Prerequisites

None

Supplemental Materials

97604031 High School Skills, Administration Guide

Text

HIGH SCHOOL SKILLS READING CURRICULUM

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
42	CLM	2gedread	NA	NA	NA

Course Description

The Reading curriculum, made up of six courses, offers students an opportunity to improve their reading skills. Students will use readings from a variety of materials, including classic literature, poetry, drama, and newspapers. Skills presented include finding the main idea and identifying supporting details.

Practical Reading - Emphasizes daily used reading skills by having students read passages from contracts, magazine articles, recipes and catalogs.

Reading Skills and Strategies - Introduces skills that should help improve reading ability in the areas of math, social studies and science. Students use such reading skills as identifying comparisons and contrasts, cause and effect relationships, and specific details.

Interpreting Literature - Includes identifying the author's style, tone, purpose and making inferences about passages from formal and informal essays, short stories, novels, biographies and autobiographies.

Poetry - Illustrates the differences between poetry and other literary forms, and asks students to identify the rhyme scheme, meter and such types of figurative language as similes, metaphors and personification.

Drama - Introduces various dramatic techniques, helps students interpret the meanings of plays, and asks them to identify such various components as setting, style and tone.

Commentary on Literature and the Arts - This course introduces reviews of literature and the Arts and helps students interpret reviews.

Prerequisites

None

Supplemental Materials

97604031 High School Skills, Administration Guide Text

HIGH SCHOOL SKILLS WRITING CURRICULUM

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
46	CLM	2gedwrite	NA	NA	NA

Course Description

The Writing curriculum is designed to help students improve their writing skills through practice and recognition of some features of standard writing styles. Students are asked to identify parts of speech, correctly spelled words, formal and informal writing styles, sentence fragments and topic sentences.

Mechanics - Teaches simple rules for spelling, punctuation and capitalization and asks students to identify incorrect ones.

Grammar - Presents the basic grammatical skills necessary to improve writing, identifies parts of speech, and discusses how to make verbs agree with their subjects and pronouns agree with their antecedents.

Diction and Style - Teaches skills to make writing more interesting and effective, shows how to avoid inappropriate language and an over-written style, and asks students to identify formal and informal writing styles.

Sentence Structure - Teaches how to make writing clearer by avoiding sentence fragments, misplaced modifiers, run-on sentences, and awkward construction.

Logic and Organization - Concentrates on how to write organized, well-developed paragraphs, and asks students to identify topic sentences and to determine whether a paragraph has been developed through example, comparison and contrast, or cause and effect.

Essay Writing - Introduces the essay writing process and provides students with strategies for generating an essay.

Prerequisites

None

Supplemental Material

97604031 High School Skills, Administration Guide Text

HIGH SCHOOL SKILLS SCIENCE CURRICULUM

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
42	CLM	2gedsci	NA	NA	NA

Course Description

The Science curriculum, made up of four courses, presents many basic concepts and principles common to introductory science courses. The student studies genetics, cell theory, health, and reproduction, as well as topics in physics, chemistry and earth science. (There are both required and optional modules in each lesson in the Science Course. Students must successfully complete the required modules to gain mastery in each course.)

Chemistry - Teaches about the composition, structure and property of matter, and the symbols of elements and formulas of compounds; presents the properties of an atom; and asks students to identify types of solutions and describe the properties of acids, bases, and salts.

Physics - Introduces the basic concepts and theories; presents the metric measurements of area, volume, pressure, and temperature; teaches how to classify different states of matter and explains what microwaves are.

Biology - Introduces cell theory, reproduction, the nervous system, and genetics; presents such topics as the role of the thyroid gland, the development of diseases, the interaction of people and their environments.

Earth Science - Focuses on astronomy, geology, and weather; presents the names of the planets in the solar system, the reasons for the earth's seasons, the earth's geological history, and the composition of the oceans and atmosphere.

Prerequisites

None

Supplemental Material

97604031 High School Skills, Administration Guide Text

HIGH SCHOOL SOCIAL STUDIES CURRICULUM

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
40	CLM	2gedsoc	NA	NA	NA

Course Description

The Social Studies curriculum, made up of five courses, presents major events in United States history, including the Civil War and the Great Depression, and introduces concepts such as motivation, prejudice, status, and self-esteem. The curriculum also provides instruction in geography and economics.

Geography - Gives practice in reading maps, graphs, and charts; and shows how the environment, the use of natural resources, and population distribution affect lifestyles.

Economics - Teaches how the production and consumption of goods and services define economic systems, divisions of labor, the causes of depression and inflation, and different economic systems, from communism to capitalism.

Behavioral Science - Teaches students to identify different social institutions, including family, religious and educational ones, and to understand how discoveries, inventions and communication influence social and cultural change.

Political Science - Introduces students to different systems of government; explains how and why power is divided between the three branches of government; discusses the concepts of civil rights and civil responsibilities.

History - Presents the highlights of the United States' development as a nation—from the first settlement in Jamestown to the present—and discusses such topics as social and economic problems, wars, immigration, and urbanization.

Prerequisites

None

Supplemental Material

97604031 High School Skills, Administration Guide Text

HIGH SCHOOL SKILLS COMPUTER SCIENCE CURRICULUM

HOURS	FILE TYPE	FILE NAME	ACE VMS	CRC*	CEU
5	CLM	2gedclit	NA	NA	NA

Course Description

The Computer Awareness curriculum, made up of five courses, is designed to help students gain a basic understanding of computers and their uses. There is no formal testing in the curricula.

Computers for Anyone - This course shows the level of computer involvement in our society and provides instruction on the functions and parts of a simple computer.

Computers and Employment - This course shows the impact computers have had on businesses and on workers. Changes in the workplace and individual jobs that have resulted from computerization are highlighted.

Social Values and Computers - Points out potential effects of computers on selected social issues such as employment and distribution of wealth.

Personal Computer Uses - Introduces the personal computer, its uses, and its parts. Discusses ways personal computers are used today and provides information on making appropriate hardware and software decisions when selecting a personal computer for a specific set of users.

Computers and the Future - Explores the potential influence the computer will have on the society of the future.

Prerequisites

None

Supplemental Material

97604031 High School Skills, Administration Guide Text

